R E P O R T R E S U M E S

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OUTLINE OF VOCATIONAL TRAINING IN NEW ZEALAND.
AUSTRALIAN DEPT. OF LABOUR AND NAT. SERVICE, PERTH
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NEW ZEALAND HAS A POPULATION OF 2.6 MILLION AND AN ECONOMY BASED UPON AGRICULTURAL EXPORTS. THE DEPARTMENT OF EDUCATION IS RESPONSIBLE FOR PRIMARY AND SECONDARY SCHOOLS. EDUCATION IS FREE, COMPULSORY, AND SECULAR FOR ALL TO AGE 15, AND FREE TO AGE 19. IN THE FIRST 2 YEARS OF SECONDARY EDUCATION, BEGINNING AT AGE 13, STUDY IS IN GENERAL SUBJECTS FOLLOWED BY SPECIALIZATION IN THE THIRD YEAR FOR A SCHOOL CERTIFICATE EXAMINATION. THE THIRD YEAR MAY BE FOLLOWED BY ATTENDANCE AT A TECHNICAL INSTITUTE. A FURTHER YEAR OF STUDY IS REQUIRED FOR UNIVERSITY ENTRANCE. TECHNOLOGISTS ARE TRAINED IN SIX UNIVERSITIES. NONUNIVERSITY TECHNICAL EDUCATION IS PROVIDED IN SECONDARY SCHOOLS, TECHNICAL INSTITUTES, AND TECHNICAL COLLEGES. TECHNICAL TEACHER TRAINING FOR THE TECHNICAL INSTITUTES IS IN THE EXPERIMENTAL STAGE. ONE-THIRD OF THE BOYS LEAVING POST-PRIMARY SCHOOLS ENTER AN APPRENTICESHIP IN ONE OF 36 TRADES IN GOVERNMENT-SUPERVISED PROGRAM FOR AN AVERAGE TERM OF 10,000 HOURS. EMPLOYERS ARE REQUIRED TO RELEASE APPRENTICES FOR 120 HOURS A YEAR AT NORMAL PAY RATES TO TAKE TECHNICAL TRAINING. APPRENTICES ARE ALSO REQUIRED TO ATTEND EVENING CLASSES ONCE OR TWICE A WEEK DURING THEIR FIRST 3 YEARS IN MOST INDUSTRIES. SPECIAL TRAINING FOR MAORI BOYS FROM REMOTE COUNTY DISTRICTS HAS BEEN INSTITUTED. NO FORMAL VOCATIONAL TRAINING SCHEMES FOR TRAINING ADULTS IN TRADE WORK HAS BEEN ESTABLISHED, BUT PERSONS OVER AGE 18 MAY ENTER INTO SPECIAL CONTRACTS OF APPRENTICESHIP IN CERTAIN CIRCUMSTANCES. ON-THE-JOB TRAINING IS COMMON IN INDUSTRY AND PUBLIC SERVICE. A COMMISSION OF ENQUIRY INTO VOCATIONAL TRAINING RECOMMENDED THAT A VOCATIONAL TRAINING ACT BE INTRODUCED TO COVER APPRENTICESHIP AND TECHNICAL TRAINEES. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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of

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in

NEW ZEALAND

PREPARED BY THE DEPARTMENT OF LABOUR AND NATIONAL SERVICE
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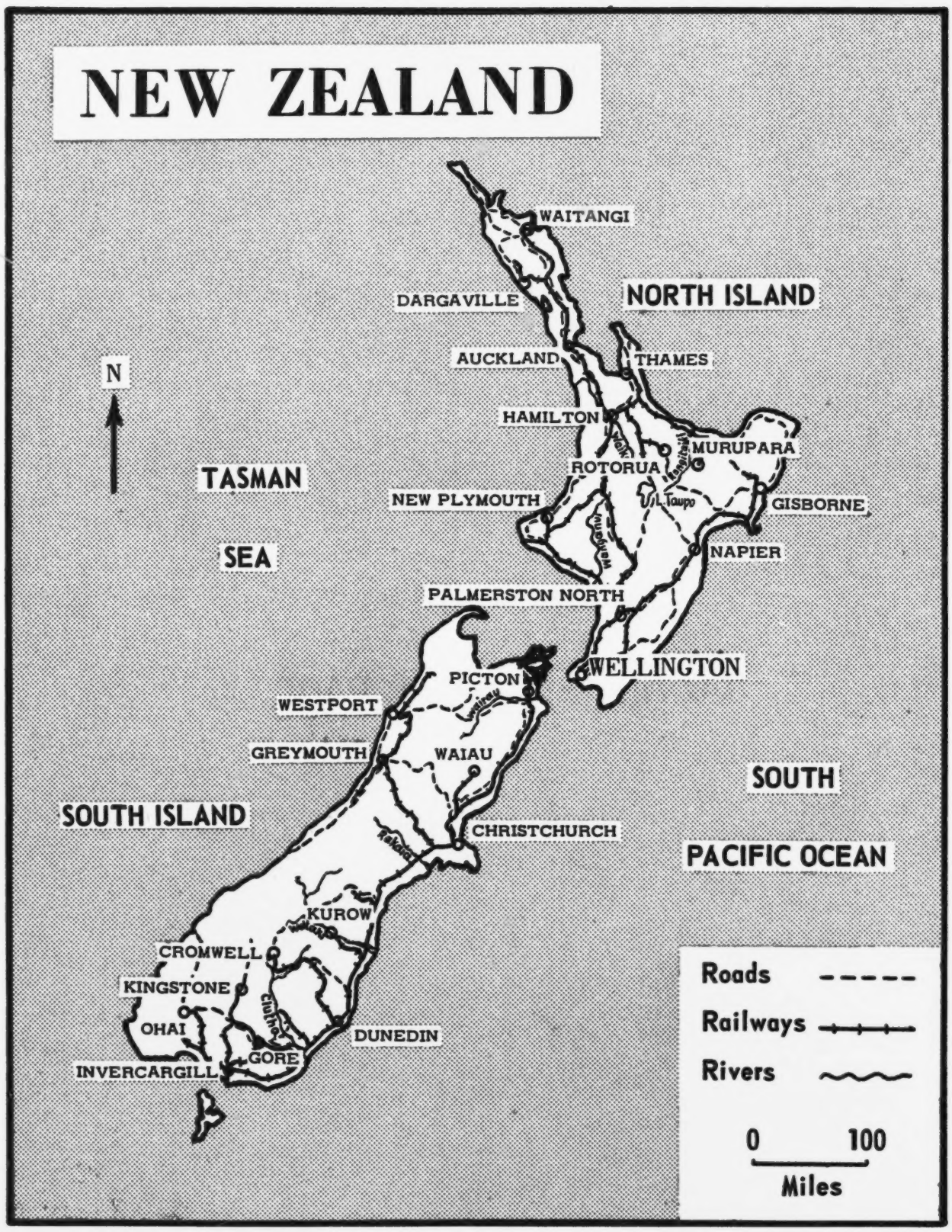
NEW ZEALAND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1. Introduction

Area, Population

New Zealand has an area of 103,736 square miles, and a population of approximately 2.6 million.

Primary Industry

The mountainous terrain of the two main islands, with only one-quarter of the land area below the 650 feet contour line, together with the length of the country of about 1,000 miles from north to south, give New Zealand a moderate but reliable rainfall and moderate temperatures well suited to a vigorous agricultural industry.

New Zealand's wealth and prosperity has always depended on primary production. The pastoral industry plays the decisive part in the nation's economy. Animal products such as wool, meat, dairy produce, hides and skins account for the major part of export revenue although an increasing volume of forest products, fruit and vegetables, are now being exported.

Agriculture is highly mechanised and highly productive, employing only 14 per cent of the total work force.

New Zealand, however, is not rich in mineral resources. Sufficient coal is mined for the country's requirements but there is no surplus to export. Considerable amounts of sand, rock, gravel, aggregate and limestone have been quarried for the large road and building programmes, but production has been only sufficient to meet internal requirements. There are plans to produce iron and steel from the iron-sand deposits on the west coast of the North Island, but other minerals are not found in large quantities.

Secondary Industry

There has been a rapid increase in secondary industry during the last decade and by 1961, 25 per cent of the labour force was engaged in food processing or manufacturing. It has been Government policy for the country to manufacture all internal requirements other than specialised items which can be imported more cheaply from abroad. The range of goods now being produced is very wide (e.g. food, paint, soap, textiles, furniture, paper, machinery, electrical and electronic appliances). Several factories assemble manufactured parts produced overseas, particularly in the motor industry.

New Zealand is well provided with sources of electric power. Hydro-electric schemes exploit a number of rivers, and in the North Island natural steam has been harnessed for power generation.

General Economic Development

To sustain the nation's prosperity, New Zealand will continue to depend on the export of primary products for many years. Britain has traditionally been the principal market for exports, but by 1963, its share had fallen to 46 per cent, whereas exports to other countries showed a progressive increase. The dollar countries in particular, had nearly trebled their imports from New Zealand (1953-1963) and accounted for some 20 per cent of the total export market. It is hoped to encourage further expansion of markets to make the economy less susceptible to fluctuations.

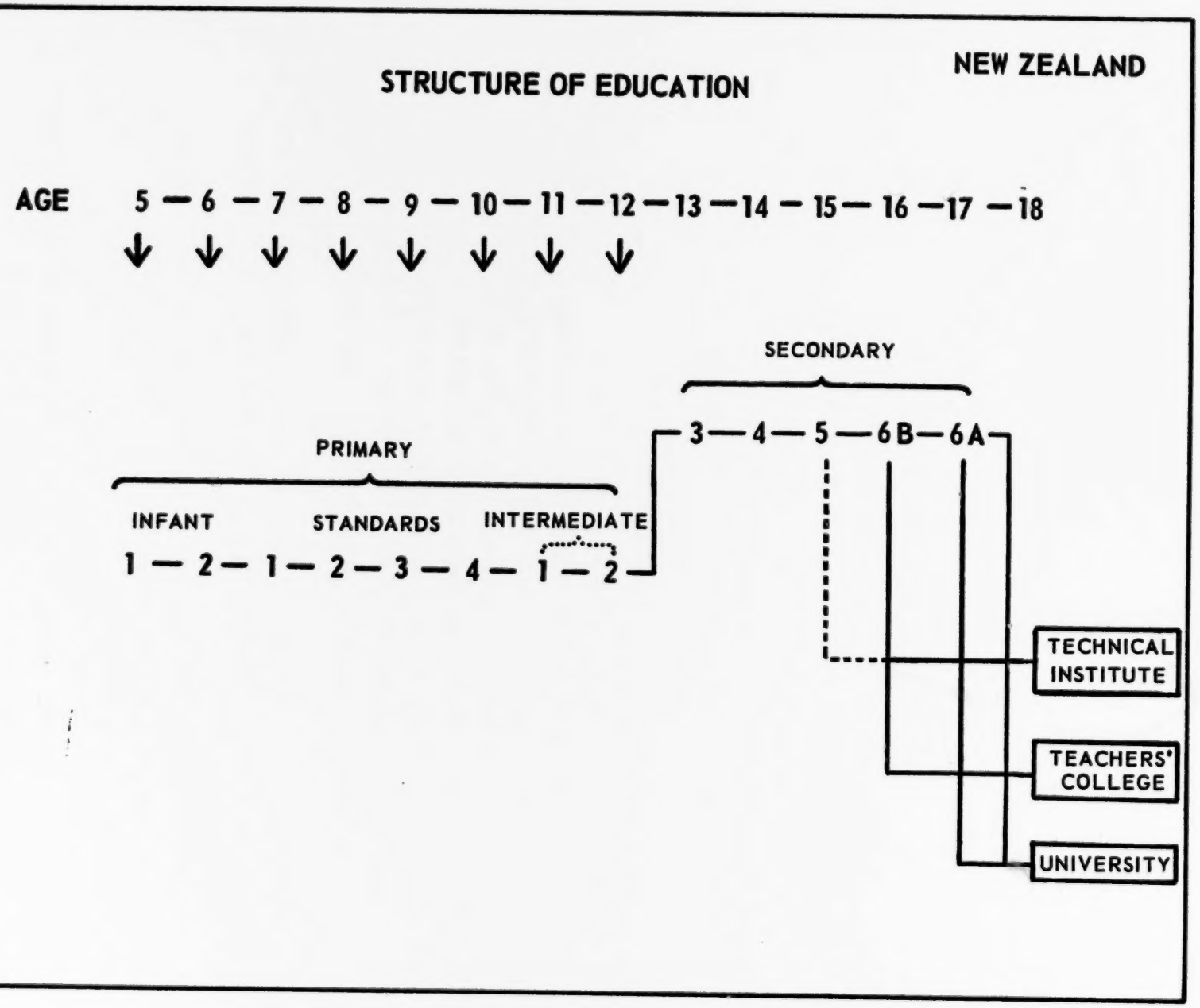
The economy has also been developing towards greater self-sufficiency in manufactured goods, although many raw materials must still be imported.

There is likely to be a considerable expansion of the food processing industry as a result of the continuing development in the pastoral, agricultural and fishing industries.

An increase in the export of manufactured goods of a specialised nature to South-East Asia and Australia can also be expected.

NEW ZEALAND

STRUCTURE OF EDUCATION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INFANT
STANDARDS
INTERMEDIATE
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SECONDARY
3 — 4 — 5 — 6B — 6A
TECHNICAL INSTITUTE
TEACHERS' COLLEGE
UNIVERSITY

2. General Education

The New Zealand Department of Education is generally responsible for the administration of State primary and secondary schools.

Education is free, compulsory and secular for all children between six and 15, and is free to the age of 19. In State primary schools, pupils usually spend two years in the infant classes, followed by four years in classes known as Standards One to Four. The last two years of primary education (Forms I and II) may also be spent in the primary school or, alternatively, in the intermediate schools. There are also a few secondary schools based on a Form I to VI organization.

Pupils begin secondary schooling at approximately the age of 13 plus, without having to sit an external selection examination. In the first two years, there is a prescribed course of instruction in English, social studies, general science, elementary mathematics, physical education, music, and arts and crafts, plus optional subjects. In the third year students may specialise within a wide range of subjects for the School Certificate Examination. This examination has become accepted as a terminal qualification for those who do not wish to proceed to university. After a further year's study, pupils seeking entrance to a university may be so accredited if they have attended schools recognized for this purpose; otherwise they must take the University Entrance Examination.

In addition to the 2,100 primary schools throughout New Zealand, which are locally controlled by one of the ten district education boards, the Department of Education directly controls 128 Maori schools with an enrolment of 9,613 (in 1965). These schools may receive additional facilities to meet special educational needs of Maori pupils.

It is also responsible for 23 occupation centres for the intellectually handicapped, for 192 State secondary schools and 75 district high schools (State primary schools in rural areas to which secondary classes have been added.) In 1965, enrolments in State primary and secondary schools reached approximately 405,000 and 129,000 respectively. There were 22,000 students in the six universities, 4,800 in teachers' colleges, and 80,000 in part-time day and evening technical classes.

3. Technical Education

Organization and Administration

The administration of technical education in New Zealand is highly centralised. The Department of Education is responsible for the organization and administration of all technical education below the level of technologist, while the Department of Labour is responsible for some aspects of apprentice training. The two departments co-operate at national and local levels and consult with both sides of industry.

The New Zealand Council for Technical Education comprises members chosen for their knowledge of technical education problems; it provides a two-way channel of communication between the education service and industry, and advises the Minister of Education on matters concerning technical education.

Types of Institutions and Courses

The six universities in New Zealand—Auckland, Waikato (Hamilton), Wellington, Manawatu (Palmerston North), Christchurch, and Dunedin—train most of the country's technologists; engineering courses in technical institutes go beyond technician level only in a few cases.

Broadly speaking, non-university technical education is provided by a three-layer organization. At the local level in smaller towns, part-time and block release classes are provided by existing secondary schools. At the regional level, the bigger technical high schools previously conducting technical classes have been divided into secondary schools and technical institutes, the latter having no other function than the provision of technical education at tertiary level. At the national level, there are two technical institutes, each of which provides training of a specialised nature. The first has courses for which numbers are so small or the staff and equipment so specialised, that one institute is sufficient to meet all the demands. It therefore tends to conduct block and sandwich courses rather than day-release and evening classes. The other national institute, the Technical Correspondence Institute, gives technician and trade training by correspondence. Practical work is given through a system of block release courses at the national and regional technical colleges.

The regional technical colleges provide training for technicians and tradesmen in a variety of fields. Engineering courses are available to a level approximating that of the British Higher National Certificate. Since their inception there has been a rapid increase in annual new enrolments (from 50 students in 1954 to 1,000 in 1965 in engineering and draughting alone) and in the number of courses available. Some 500 Certificates of Engineering have already been awarded. The Central Institute of Technology at Petone provides the course for all but a few pharmacists who take a university degree.

At the secondary level, technical education is largely pre-vocational in character although secondary schools in the smaller towns conduct part-time and block release classes for apprentices during their first three years of apprenticeship.

Arrangements for Technical Teacher Training

Technical teacher training for the tertiary level is still in its experimental stages. No decision has yet been taken as to whether the training will be given by one of the technical institutes for all teachers or whether each of the major technical institutes will undertake its own training.

Hitherto, some trade teachers for tertiary level teaching have taken the one year full-time course for wood and metal work teachers in secondary schools. During the past 15 years or so a programme of intensive two-day courses for training part-time teachers has been provided.

4. Apprenticeship

In New Zealand, almost one-third of boys leaving post-primary schools begin an apprenticeship in one of the 36 major trades in which training is available. Control of the apprenticeship system is vested in the Court of Arbitration, but the day-to-day oversight of the system is the responsibility of the Department of Labour. It operates through a Commissioner of Apprenticeship and nine District Commissioners. Technical education facilities are provided by the Department of Education.

Apprenticeship Orders govern the general conditions of employment of apprentices and are made for individual industries throughout New Zealand. Lads who have reached the school leaving age of 15 may become apprenticed in a wide variety of trades. The term of apprenticeship varies from 6,000 hours to 12,000 hours but the most common term is for 10,000 hours. The terms are reduced for holders of the School Certificate and for those who have passed trade examinations.

Employers are required to release apprentices for 120 hours a year on normal rates of pay so that technical training can be given. The common form of release is to "block courses" of three weeks in each of their first three years' of apprenticeship.

Apprentices are also required to attend evening classes once or twice a week during their first three years in most industries. These are held in technical colleges in larger towns, and secondary schools in smaller ones. Where apprentices are so located that they can not attend evening classes, they are required to study with the Technical Correspondence Institute.

At the end of March, 1965, 26,119 apprentices were on contracts in industry and in Government establishments. Over 1,000 apprentices were employed in each of the following trades: carpentry and joinery, motor industry, engineering, electrical, coach-building, plumbing, and printing.

Throughout New Zealand, apprenticeship committees—comprising an equal number of representatives of employers and workers, a person conversant with technical education, and a Commissioner from the Department of Labour as chairman—operate, at the national level, to ensure the welfare, training and progress of every apprentice in the industry for which they are appointed.

There is no compulsory examination of apprentices on completion of training except in the plumbing and electrical trades. However, in most trades there is a Trade Certificate Examination which is optional and, in 1964, 10,000 apprentices chose to sit for it.

In 1959, the Department of Maori Affairs instituted a scheme of training in carpentry for Maori boys from remote country districts, and it has since spread to such trades as motor mechanics, electrical trades, plumbing, painting, plastering, and panel beating. Instruction is given in trade schools attached to technical institutes with full-time teachers. In carpentry, the total time of two years is divided between school instruction and the building of houses under the direction of leading hands employed by the Department of Maori Affairs. In trades other than carpentry, the term of special training is one year.

On completion of the training period, they are attached to individual employers to complete their term of apprenticeship.

5. Accelerated Vocational Training

No formal vocational training schemes for training adults in trade work have been established, but there is provision in the Apprentices Act, 1948, for persons over the age of 18 to enter into "special contracts" of apprenticeship in certain circumstances.

The Commission of Inquiry into Vocational Training, which was appointed in 1964, recommended that, if occasion arose, trade training schools for adults should be set up probably along lines similar to those for Maori apprentices. It would be the task of the proposed Vocational Training Council to assess the need for accelerated training schemes when it had prepared forecasts of the future needs of industry for skilled workers generally.

New Zealand, however, has had previous experience in the field of accelerated training. Immediately after World War II, carpentry trade training schools were established for the rehabilitation of ex-servicemen to civilian life.

6. In-industry Training

There is no one national body which co-ordinates the variety of forms of in-industry training taken in New Zealand. In-industry training in which terms, conditions, and training schemes are highly formalised, is usually confined to the larger industrial undertakings and Government departments. It is here that staff are assigned to training duties, trainees are allowed time off with pay to attend classes, and apprentice training centres have been set up so that basic instruction can be given by qualified instructors. However, such practices are not common and where in-industry training is provided in small firms, it is usually to meet ad hoc requirements.

In a few semi-skilled occupations, trainees must gain quite a measure of experience before they can qualify for full rates of pay.

Upgrading is often carried out at the level of the skilled tradesmen but also extends to leading hands, foremen and supervisors.

TWI courses were introduced into New Zealand in 1947 and have steadily become one of the most important in-plant training techniques. The TWI Service of the Department of Labour is responsible for the development of such courses. Some 47,000 executives and supervisors have taken one or more of the programmes and there are now 646 trainers in industry and the public services. TWI has led to the introduction of a Programme Development course which aids firms in designing and implementing training programmes to meet their special problems; a senior management course to help management obtain full benefits from TWI; and a course for training follow-up assistants. New Zealand TWI trainers are presently working with a United Nations team in Iraq, and in Western Samoa, programmes are being conducted by Samoans trained in New Zealand.

Only a few of the largest firms, the Public Service, and some banks employ qualified training officers.

Management training is conducted through the technical institutes under the sponsorship of the New Zealand Institute of Management.

7. National Planning for Vocational Training

It is the function of the New Zealand Council for Technical Education to advise the Minister for Education on all matters relating to technical education. It makes known to the Department of Education any needs that industry feels for special types of technical education and carries back to industry an awareness of what the Department can offer.

Liaison with other Government Departments is ensured by the presence on the Council of the Commissioner of Apprenticeship and the Secretary of the Department of Industries and Commerce.

In 1964, a Commission of Enquiry into Vocational Training was appointed to examine, vocational training at all levels including apprenticeship and technician training; the need for change in such training in view of population growth and economic developments during the next 25 years; and any legislation required to give effect to the Commission's recommendations.

The Commission, in October, 1965, recommended that a Vocational Training Act be introduced to cover apprenticeship and technical trainees, and proposed a Vocational Training Council to replace the New Zealand Council for Technical Education with wider powers and a full-time secretariat for research, planning, and development of new training schemes.

PRINTING TRADES CLASSES, PERTH TECHNICAL COLLEGE